

**APEEC**  
**Assessment of Practices in Early Elementary Classrooms**  
Mary Louise Hemmeter, et al

***“Excellent Practices”***

**Physical Environment**

- Opportunities for gross motor activities are provided daily for all children.
- A variety of materials and information on diversity are present in the classroom.
- Children can independently access almost all facilities, equipment, and materials and they accommodate any special needs of children.
- The room is not crowded. The room arrangement allows all children to easily move around the room.
- The teacher provides advance notice about most upcoming transitions, including those in which the children will be moving outside of the classroom.

**Instructional Context**

- At least half of the classroom time is organized by activities or projects that require children to use skills from multiple-subject areas concurrently.
- All children use hands-on materials for a majority of the day.
- Hands-on and other relevant materials are used by most children in all subject areas to appropriately support learning.
- Children are almost always allowed to begin another activity when finished with an activity.
- Many times a day, the teacher prompts children to elaborate on their initial statements.
- At least half of the classroom time is organized by activities or projects that require children to use skills from multiple-subject areas concurrently.
- At least once a day, children move independently from one scheduled activity to another, in small groups or individually.

**Social Context**

- Children help make decisions at least once a month that affect the entire class or a group of children in the class.
- Children make choices many times a day.
- At least once a day, children move independently from one scheduled activity to another, in small groups or individually.
- Children are allowed to spend extra in-class time to complete all activities. Extra time is provided within a day from when the children began the activity.